

TITLE I INFORMATION

Question 23

Percentage of principals reporting that their school received federal Title I funds in school year 1997-98, by school characteristics

Table 23A - Title I Status

	All Schools (N=758)
	<u>%</u>
Yes	59
No	37
Don't know	4

Table 23B - Minority Enrollment^a

	0-49.9% (N=591)	50-79.9% (N=344)	80-100% (N=308)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	45*	82	84*
No	51*	16*	9*
Don't know	4*	1*	6

Table 23C - School Level

	Elementary (N=544)	Middle (N=330)	High (N=312)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	71*	49*	25*
No	28*	48*	63*
Don't know	1	4*	12*

Question 23 (continued)

Percentage of principals reporting that their school received federal Title I funds in school year 1997-98, by school characteristics

Table 23D - Metropolitan Status

	Central City of MSA (N=411)	MSA not Central City (N=346)	Not MSA (N=486)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	63*	48*	64
No	35*	49*	31
Don't know	2	3	5

Table 23E - Poverty Level^a

	0-34.9% (N=393)	35-49.9% (N=198)	50-74.9% (N=318)	75-100% (N=320)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	37*+	65*+	81*	95*
No	57*+	33*+	18*	3*
Don't know	5+	3	1	2*

Table 23F - School Size

	Less than 300 (N=172)	300-499 (N=289)	500-999 (N=492)	1,000 or more (N=290)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	66	65*+	57*	32*
No	30+	32*+	40*	62*
Don't know	4	3	3	6

Question 24

Percentage of principals reporting to what extent their school has input into the decisions on the use of Title I funds, by school characteristics

Table 24A - Title I Status

	All Title I Schools (N=772)	SW (N=447)	TA (N=325)
	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	3	3	2
Small extent	12	8	15
Moderate extent	24	21	26
Great extent	61	67	57

Table 24B - Minority Enrollment

	0-49.9% (N=242)	50-79.9% (N=255)	80-100% (N=275)
	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	4	1	1
Small extent	15	10	8
Moderate extent	25	21	25
Great extent	55	67	67

Table 24C - School Level^b

	Elementary (N=407)	Middle (N=202)	High (N=122)
	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	3	2	0
Small extent	11	19	13
Moderate extent	23	27	21
Great extent	63	52	66

Question 24 (continued)

Percentage of principals reporting to what extent their school has input into the decisions on the use of Title I funds, by school characteristics

Table 24D - Metropolitan Status

	Central City of MSA (N=272)	MSA not Central City (N=182)	Not MSA (N=318)
	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	2	6	2
Small extent	5	10	17*
Moderate extent	18*	33*	22
Great extent	75*	50	59*

Table 24E - Poverty Level^a

	0-34.9% (N=127)	35-49.9% (N=109)	50-74.9% (N=229)	75-100% (N=302)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	3	6	2	1
Small extent	16	17+	10	5*
Moderate extent	30	22	22	20
Great extent	51+	56+	67	73*

Table 24F - School Size

	Less than 300 (N=122)	300-499 (N=198)	500-999 (N=318)	1,000 or more (N=134)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	3	<1	5	2
Small extent	17	16	7	6
Moderate extent	24	23	25	17
Great extent	56	61	63	25

Question 25

Estimated total number of staff paid by Title I funds (rounded to the nearest hundred) as reported by school principals, by school characteristics

Table 25A - Title I Status

	All Schools (N=747)	SW (N=428)	TA (N=319)
Administration (non-clerical)	3,500	1,500	2,000
Teachers	74,700	40,900	33,800
Teacher aides	76,900	43,900	33,000
Staff providing support services (non-clerical)	10,200	7,900	2,300

Table 25B - Minority Enrollment

	0-49.9% (N=239)	50-79.9% (N=248)	80-100% (N=260)
Administration (non-clerical)	1,500	600	1,300
Teachers	26,300	23,600	24,800
Teacher aides	23,600	23,900	29,400
Staff providing support services (non-clerical)	2,500	2,200	5,500

Table 25C - School Level

	Elementary (N=395)	Middle (N=190)	High (N=121)
Administration (non-clerical)	2,300	700	600
Teachers	55,600	11,700	5,600
Teacher aides	64,200	7,000	4,300
Staff providing support services (non-clerical)	8,100	1,100	900

Question 25 (continued)

Estimated total number of staff paid by Title I funds (rounded to the nearest hundred) as reported by school principals, by school characteristics

Table 25D - Metropolitan Status

	Central City of MSA (N=257)	MSA not Central City (N=174)	Not MSA (N=316)
Administration (non-clerical)	1,100	700	1,600
Teachers	30,700	13,100	30,800
Teacher aides	27,700	14,400	34,800
Staff providing support services (non-clerical)	6,900	1,400	1,900

Table 25E - Poverty Level

	0-34.9% (N=123)	35-49.9% (N=109)	50-74.9% (N=223)	75-100% (N=287)
Administration (non-clerical)	1,100	500	500	1,300
Teachers	15,900	10,300	20,700	27,200
Teacher aides	10,600	13,700	21,300	30,800
Staff providing support services (non-clerical)	600	1,400	2,500	5,600

Table 25F - School Size

	Less than 300 (N=119)	300-499 (N=196)	500-999 (N=308)	1,000 or more (N=124)
Administration (non-clerical)	1,400	900	800	400
Teachers	12,600	21,600	33,100	7,300
Teacher aides	13,300	20,700	36,200	6,700
Staff providing support services (non-clerical)	700	2,500	5,800	1,200

NOTE: Significance was not tested for item 25.

Question 26

Percentage of principals reporting the targeted assistance or schoolwide plan or a description of the plan was made available to parents, by school characteristics

Table 26A - Title I Status

	All Title I Schools (N=760)	SW (N=446)	TA (N=314)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	94	97*	91
No	6	3*	9

Table 26B - Minority Enrollment

	0-49.9% (N=239)	50-79.9% (N=251)	80-100% (N=270)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	92	96	95
No	8	4	5

Table 26C - School Level

	Elementary (N=403)	Middle (N=199)	High (N=118)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	94	92	91
No	6	8	9

Table 26D - Metropolitan Status

	Central City of MSA (N=266)	MSA not Central City (N=180)	Not MSA (N=314)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	98	95	91*
No	2	5	9*

Question 26 (continued)

Percentage of principals reporting the targeted assistance or schoolwide plan or a description of the plan was made available to parents, by school characteristics

Table 26E - Poverty Level

	0-34.9% (N=124)	35-49.9% (N=109)	50-74.9% (N=225)	75-100% (N=297)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	90	94	95	97
No	10	6	5	4

Table 26F - School Size

	Less than 300 (N=120)	300-499 (N=195)	500-999 (N=313)	1,000 or more (N=132)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	90	93	97	94
No	10	7	3	6

Question 27

Percentage of principals reporting that their school is operating a Title I schoolwide program, by school characteristics

Table 27A - Title I Status

	All Title I Schools (N=773)
	<u>%</u>
Yes	45
No	55

Table 27B - Minority Enrollment

	0-49.9% (N=243)	50-79.9% (N=255)	80-100% (N=275)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	18*	67	77*
No	82*	33	23*

Table 27C - School Level

	Elementary (N=408)	Middle (N=202)	High (N=122)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	46	42	46
No	54	58	54

Table 27D - Metropolitan Status

	Central City of MSA (N=272)	MSA not Central City (N=182)	Not MSA (N=319)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	68*	35	38*
No	32*	65	62*

Question 27 (continued)

Percentage of principals reporting that their school is operating a Title I schoolwide program, by school characteristics

Table 27E - Poverty Level

	0-34.9% (N=127)	35-49.9% (N=109)	50-74.9% (N=230)	75-100% (N=302)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	16+	19*+	66*	80*
No	84+	81*+	34*	20*

Table 27F - School Size

	Less than 300 (N=122)	300-499 (N=199)	500-999 (N=318)	1,000 or more (N=134)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	38	45	50	50
No	62	55	50	50

Question 28

Average number of students served in targeted assistance programs as reported by principals, by school characteristics

Table 28

	Average number of students served
All targeted assistance schools	<u>Average</u> 90
Minority Enrollment	
0-49.9%	79
50-79.9%	107
80-100%	159
School Level	
Elementary	84
Middle	108
High	131
Metropolitan Status	
Central city of MSA	124
MSA not Central City	99
Not MSA	75*
Poverty Level	
0-34.9%	70
35-49.9%	97
50-74.9%	100
75-100%	168*
School Size	
Less than 30	48*+
300-499	77*+
500-999	111*
1,000 or more	303*

Question 29

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29A – School Type

	All Targeted Assistance Schools (N=311)
	<u>%</u>
Pre-K	3
K	39
1	74
2	73
3	68
4	56
5	50
6	33
7	20
8	17
9	7
10	7
11	6
12	4
Ungraded ^b	<1

Question 29 (continued)

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29B – Minority Enrollment

	0-49.9% (N=187)	50-79.9% (N=76)	80-100% (N=48)
	<u>%</u>	<u>%</u>	<u>%</u>
Pre-K	2	3	17
K	39	38	38
1	75	74	65
2	75	72	62
3	70	65	64
4	55	62	49
5	48	52	60
6	28	44	51*
7	16*	32	28
8	13*	29	28*
9	7	10	9
10	6	10	9
11	5	8	9
12	3	5	8
Ungraded ^b	0	2	0

Question 29 (continued)

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29C – School Level

	Elementary (N=180)	Middle (N=69)	High (N=31)
	%	%	%
Pre-K	4	0	0
K	48	0	0
1	92	0	0
2	91	0	0
3	84	0	0
4	67	4	0
5	54	33	0
6	24	79	0
7	7*	73*	20*
8	6*	59*	19*
9	0	3	74
10	0	0	78
11	0	0	64
12	0	0	53
Ungraded	0	0	0

Note: Due to “0” observations in the cells, significance tests could be computed for only grades 7 and 8.

Question 29 (continued)

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29D – Metropolitan Status

	Central City of MSA (N=65)	MSA not Central City (N=89)	Not MSA (N=157)
	%	%	%
Pre-K	6	2	3
K	60*	27	39*
1	74	74	74
2	77	72	73
3	78	68	66
4	68	51	55
5	66	41	50
6	36	21*	38
7	19	17	21
8	18	14	18
9	6	2*	11
10	6	2	10
11	6	2	8
12	5	1	5
Ungraded ^b	0	0	<1

Question 29 (continued)

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29E – Poverty Level

	0-34.9% (N=103)	35-49.9% (N=85)	50-74.9% (N=70)	75-100% (N=50)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Pre-K ^b	0	5	3	17
K	33	48	37	39
1	74	74	71	73
2	74	77	69	73
3	66	75	64	70
4	50	63	63	51
5	42	59	52	57
6	26	34	43	48
7	15+	18*	34	28
8	12+	14*	30	28*
9	7	5	11	9
10	7	5	10	9
11	6	4	8	9
12	4	2	5	9
Ungraded ^b	0	0	2	0

Question 29 (continued)

Percentage of principals reporting that students receive Title I services at selected grades in targeted assistance schools, by school characteristics

Table 29F – School Size

	Less than 300 (N=60)	300-499 (N=88)	500-999 (N=123)	1,000 or more (N=50)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Pre-K	3	2	5	2*
K	51+	38	32	20*
1	86+	78*+	65*	31*
2	85+	77+	67*	31*
3	79*	63+	70*	33*
4	71*	45	57*	33
5	59	43	51	35
6	40	24	34	41
7	23*	10*+	25	34
8	19	8*+	22	24
9	6	6+	6*	33*
10	6	6+	5*	33*
11 ^a	3	6+	4*	33*
12 ^a	2	2+	4*	30*
Ungraded ^b	0	0	1	0

Question 30

Percentage of principals in targeted assistance schools reporting that students are receiving Title I services in reading/language arts, mathematics, or ESL, by school characteristics

Table 30A - School Type

	All Targeted Assistance Schools (N=312)
	<u>%</u>
Reading/language arts	98
Mathematics	65
ESL	10

Table 30B - Minority Enrollment

	0-49.9% (N=187)	50-79.9% (N=76)	80-100% (N=49)
	<u>%</u>	<u>%</u>	<u>%</u>
Reading/language arts	99	99	94
Mathematics	65	71	57
ESL	6	14	28

Table 30C - School Level

	Elementary (N=183)	Middle (N=78)	High (N=38)
	<u>%</u>	<u>%</u>	<u>%</u>
Reading/language arts	99	95	97
Mathematics	61*	81	67
ESL	9	13	8

Question 30 (continued)

Percentage of principals in targeted assistance schools reporting that students are receiving Title I services in reading/language arts, mathematics, or ESL, by school characteristics

Table 30D - Metropolitan Status

	Central City of MSA (N=66)	MSA not Central City (N=89)	Not MSA (N=157)
	<u>%</u>	<u>%</u>	<u>%</u>
Reading/language arts	94	100	99
Mathematics	74	63	64
ESL	19	10	7

Table 30E - Poverty Level

	0-34.9% (N=103)	35-49.9% (N=85)	50-74.9% (N=70)	75-100% (N=51)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Reading/language arts	99	98	99	93
Mathematics	60	71	70	71
ESL	6	9	12	27*

Table 30F - School Size

	Less than 300 (N=60)	300-499 (N=88)	500-999 (N=123)	1,000 or more (N=41)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Reading/language arts	97	100	98	99
Mathematics	55	68	68	89
ESL	5	5*+	14	34*

Question 31A

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AA - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)	All Title I Schools (N=733)	SW (N=424)	TA (N=309)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	6	6	6	13	12	14	32	29	35	49	53	46
More flexibility to identify students for services	7	7	7	12	10	15	36	36	35	45	47	43
Extend learning time	14	12	16	19	19	20	32	32	32	35	38	33
Minimize pull-out programs	8	8	8	12	11	13	28	26	31	52	56	49
Develop a parent involvement policy	4	4	4	10	10	9	25	22	28	61	64	59
Develop a school-parent compact	8	8	8	10	7	12	22	20	23	60	64	57
Assess student performance against high standards	7	7	6	11	11	11	30	27	33	52	55	49
Use student performance results for school accountability and continuous improvement	4	5	4	9	9	9	27	23	31	60	63	57

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AB - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=233)	50-79.9% (N=243)	80-100% (N=257)	0-49.9% (N=233)	50-79.9% (N=243)	80-100% (N=257)	0-49.9% (N=233)	50-79.9% (N=243)	80-100% (N=257)	0-49.9% (N=233)	50-79.9% (N=243)	80-100% (N=257)
Apply high state-approved standards to all students	<u>%</u> 8	<u>%</u> 5	<u>%</u> 3	<u>%</u> 12	<u>%</u> 14	<u>%</u> 14	<u>%</u> 37*	<u>%</u> 23	<u>%</u> 32	<u>%</u> 43*	<u>%</u> 58	<u>%</u> 51
More flexibility to identify students for services	8	7	6	15	11	10	36	32	38	41	50	47
Extend learning time	16	13	11	20	18	18	31	30	34	32	38	37
Minimize pull-out programs	9	8	6	14	11	10	30	23	32	48	58	53
Develop a parent involvement policy	5	3	3	9	11	9	30	18	24	56	68	64
Develop a school-parent compact	11*	4	9	12	10	7	25	18	19	52*	68	66*
Assess student performance against high standards	7	7	5	13	10	9	33	28	28	46	56	59
Use student performance results for school accountability and continuous improvement	4	6	3	11	8	6	33	20	24	52	66	67

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AC - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elemen- tary (N=390)	Middle (N=192)	High (N=115)	Elemen- tary (N=390)	Middle (N=192)	High (N=115)	Elemen- tary (N=390)	Middle (N=192)	High (N=115)	Elemen- tary (N=390)	Middle (N=192)	High (N=115)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	6	7	5	13	11	19	30	33	44	51	49	31
More flexibility to identify students for services	7	6	6	12	10	18	33	40	46	47	44	31
Extend learning time	15	11	16	19	20	22	30	37	34	36	32	28
Minimize pull-out programs	7	7	17	12	13	12	28	31	34	54	49	37
Develop a parent involvement policy	3	4	9	10	7	12	22	34	33	64	55	45
Develop a school-parent compact	8	10	12	10	10	18	20*	30	23	63*	50	46
Assess student performance against high standards	7	6	4	11	9	20	31	31	27	51	54	50
Use student performance results for school accountability and continuous improvement	4	5	9	8	7	20	38	26	26	60	62	46

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AD - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)	Central City of MSA (N=254)	MSA not Central City (N=173)	Not MSA (N=306)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	5	6	7	9	15	13	26	28	37	59	50	43
More flexibility to identify students for services	5	5	9	11	15	12	36	33	37	48	46	42
Extend learning time	11	19	13	14	17	23	36	25	33	39	39	31
Minimize pull-out programs	4	11	8	8	17	12	28	27	30	60	45	50
Develop a parent involvement policy	3	6	4	10	10	9	19	23	30	68	62	57
Develop a school-parent compact	4*	13	8	8	10	11	16	17*	27*	72*	60	54*
Assess student performance against high standards	3	9	7	6	12	14	26	30	33	65	49	46
Use student performance results for school accountability and continuous improvement	2	4	6	6	13	9	21	26	31	71	57	54

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AE - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=120)	35-49.9% (N=106)	50-74.9% (N=219)	75-100% (N=283)	0-34.9% (N=120)	35-49.9% (N=106)	50-74.9% (N=219)	75-100% (N=283)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	7	10	5	4	16	8	15	12
More flexibility to identify students for services	9	9	6	5	13	14	11	11
Extending learning time	15	18	11	14	18	24	20	16
Minimize pull-out programs	7	12	8	6	17	11	10	9
Develop a parent involvement policy	5	6	1	5	8	9	12	9
Develop a school-parent compact	13+	11	3	7	14	9	10	6*
Assess student performance against high standards	9	7	5	5	18	6	10	7
Use student performance results for school accountability and continuous improvement	4	5	5	3	15*	5	8	5*

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AE - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=120)	35-49.9% (N=106)	50-74.9% (N=219)	75-100% (N=283)	0-34.9% (N=120)	35-49.9% (N=106)	50-74.9% (N=219)	75-100% (N=283)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	34	42	24	31	44	40	57	54
More flexibility to identify students for services	34	41	33	35	44	35	49	49
Extend learning time	33	29	31	34	35	29	38	37
Minimize pull-out programs	31	27	25	30	45	50	57	56
Develop a parent involvement policy	30	29	21	20	56	56	65	67
Develop a school-parent compact	25	24	20	18	48+	57	67	69*
Assess student performance against high standards	28	38	30	28	45	49	55	60
Use student performance results for school accountability and continuous improvement	31	37*+	23	20	50+	54+	64	72*

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AF - School Size

	Not at All				Small Extent			
	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	6	7	6	3	16	13	9	23
More flexibility to identify students for services	9	8	5	5	13	11	13	14
Extend learning time	12	15	14	16	28	15	17	15
Minimize pull-out programs	12	7	6	8	14	10	12	11
Develop a parent involvement policy	6	3	4	3	12	10	8	11
Develop a school-parent compact	13	7	6	9	9	10	11	10
Assess student performance against high standards	11	6	5	3	17	11	7	12
Use student performance results for school accountability and continuous improvement	7	5	2	2	10	9	8	12

Question 31A (continued)

Percentage of principals reporting to what extent they are familiar with changes to Title I, by school characteristics

Table 31AF - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)	Less than 300 (N=117)	300-499 (N=190)	500-999 (N=300)	1,000 or more (N=126)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	37	30	32	23	41	50	54	51
More flexibility to identify students for services	38	35	34	42	40	46	48	40
Extend learning time	33	32	31	33	27	38	38	36
Minimize pull-out programs	30	30	27	22	44	53	55	58
Develop a parent involvement policy	33	27	19	19	48	61	69	66
Develop a school-parent compact	31+	21	16	25	47*+	61	68	56
Assess student performance against high standards	30	33	30	19	41	51	58	66
Use student performance results for school accountability and continuous improvement	36	26	22	30	47	60	68	57

Question 31B

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BA - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)	All Title I Schools (N=625)	SW (N=367)	TA (N=258)
	%	%	%	%	%	%	%	%	%	%	%	%
Apply high state-approved standards to all students	19	20	17	37	32	41	30	32	28	14	16	13
More flexibility to identify students for services	23	26	20	36	32	40	28	28	28	13	14	11
Extend learning time	17	17	17	34	36	32	32	31	32	18	17	18
Minimize pull-out programs	28	29	27	32	32	32	25	23	26	16	16	15
Develop a parent involvement policy	29	27	31	29	27	31	28	31	25	14	15	13
Develop a school-parent compact	36	34	38	29	29	29	22	22	22	13	15	11
Assess student performance against high standards	22	22	23	29	27	32	33	31	34	16	20	12
Use student performance results for school accountability and continuous improvement	24	26	23	28	24	31	31	31	31	17	19	14

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BB - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=195)	50-79.9% (N=210)	80-100% (N=220)	0-49.9% (N=195)	50-79.9% (N=210)	80-100% (N=220)	0-49.9% (N=195)	50-79.9% (N=210)	80-100% (N=220)	0-49.9% (N=195)	50-79.9% (N=210)	80-100% (N=220)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	20	15	19	39	43*	24*	29	27	34	11	14*	23*
More flexibility to identify students for services	21	24	25	42	35	24	27	28	31	10	13	19
Extend learning time	18	17	16	34	36	30	30	28	40	18	20	14
Minimize pull-out programs	26	30	29	31	34	32	28	21	24	16	15	15
Develop a parent involvement policy	30	27	31	29	33	24	30	26	25	11	14	20
Develop a school-parent compact	38	38	29	29	29	28	23	19	23	10	13	19
Assess student performance against high standards	25	20	19	32	32*	19*	32	30	39	11*	19	22*
Use student performance results for school accountability and continuous improvement	24	25	22	32	28	20*	33	28	30	11	19	28*

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BC - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elemen- tary (N=338)	Middle (N=157)	High (N=100)	Elemen- tary (N=338)	Middle (N=157)	High (N=100)	Elemen- tary (N=338)	Middle (N=157)	High (N=100)	Elemen- tary (N=338)	Middle (N=157)	High (N=100)
Apply high state-approved standards to all students	% 18	% 18	% 19	% 37	% 39	% 39	% 29	% 30	% 32	% 15	% 13	% 11
More flexibility to identify students for services	22	24	32	37	32	34	27	34	24	14	9	10
Extend learning time	17	16	14	33	34	36	32	34	27	18	16	24
Minimize pull-out programs	28	30	27	32	35	23	26	18	21	15	17	29
Develop a parent involvement policy	32	24	23	27	37	33	27	28	21	14	11	23
Develop a school-parent compact	38	31	28	27	28	38	21	27	19	13	14	14
Assess student performance against high standards	22	22	20	28	38	24	34	27	36	16	14	21
Use student performance results for school accountability and continuous improvement	24	25	22	27	32	32	32	31	18	17	12	28

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BD - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)	Central City of MSA (N=217)	MSA not Central City (N=153)	Not MSA (N=255)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	19	22	16	33	36	40	27	28	33	20	15	11
More flexibility to identify students for services	28	21	21	30	38	39	26	28	29	17	13	11
Extend learning time	20	12	17	25	35	38	32	33	31	23	20	14
Minimize pull-out programs	31	25	28	29	33	33	24	26	25	17	16	15
Develop a parent involvement policy	29	32	29	25	26	34	24	31	28	22	12	10
Develop a school-parent compact	37	36	36	27	26	31	19	24	23	16	14	10
Assess student performance against high standards	25	25	19	21	33	32	36	27	34	18	15	14
Use student performance results for school accountability and continuous improvement	28	22	24	20	30	32	31	33	30	22	16	14

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BE - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=102)	35-49.9% (N=84)	50-74.9% (N=191)	75-100% (N=244)	0-34.9% (N=102)	35-49.9% (N=84)	50-74.9% (N=191)	75-100% (N=244)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	22	18	16	17	37	40	43	28
More flexibility to identify students for services	18	24	25	25	45	36	34	26
Extending learning time	17	19	18	14	35	32	36	31
Minimize pull-out programs	20	33	32	28	34	26	34	32
Develop a parent involvement policy	31	33	26	30	29	30	32	23
Develop a school-parent compact	28*	52+	38	32	31	27	28	27
Assess student performance against high standards	27	24	20	17	32	32	30	24
Use student performance results for school accountability and continuous improvement	21	32	24	22	34	29	27	23

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BE - Poverty Level (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=102)	35-49.9% (N=84)	50-74.9% (N=191)	75-100% (N=244)	0-34.9% (N=102)	35-49.9% (N=84)	50-74.9% (N=191)	75-100% (N=244)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	30	30	27	33	11	12	14	23
More flexibility to identify students for services	25	31	28	31	12	9	12	19
Extend learning time	30	30	29	37	17	19	17	18
Minimize pull-out programs	29	24	20	24	17	17	14	16
Develop a parent involvement policy	29	28	28	25	11	9	14	22
Develop a school-parent compact	31*	12*	23	20	10	9+	12*	22*
Assess student performance against high standards	28	36	34	34	13	8	16	25
Use student performance results for school accountability and continuous improvement	33	28	32	27	11	11	17	28

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BF - School Size

	Not at All				Small Extent			
	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	18	20	19	11	43	38	34	35
More flexibility to identify students for services	25	21	24	20	40	38	32	45
Extend learning time	16	14	21	11	41	31	31	36
Minimize pull-out programs	25	26	31	28	37	30	30	37
Develop a parent involvement policy	29	27	31	32	27	36	24	30
Develop a school-parent compact	32	35	40	31	29	32	26	28
Assess student performance against high standards	19	22	24	21	33	33	25	22
Use student performance results for school accountability and continuous improvement	24	24	25	24	32	31	25	17

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BF - School Size (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)	Less than 300 (N=93)	300-499 (N=164)	500-999 (N=259)	1,000 or more (N=109)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	30	31	28	38	10	11	20	16
More flexibility to identify students for services	24	30	28	27	10	11	16	8
Extend learning time	33	34	28	35	9	21	20	18
Minimize pull-out programs	21	30	22	23	17	15	16	12
Develop a parent involvement policy	30	30	26	17	14	7	19	21
Develop a school-parent compact	24	26	18	26	15	7	16	15
Assess student performance against high standards	30	35	31	41	17	11	19	16
Use student performance results for school accountability and continuous improvement	29	31	32	37	15	14	19	22

Question 31B (continued)

Percentage of principals reporting to what extent Title I reforms will require changes in their school, by school characteristics

Table 31BG – School Improvement

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)	All Title I Schools (N=625)	SI** (N=104)	Non-SI** (N=514)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Apply high state-approved standards to all students	19	14	19	37	31	38	30	39	29	14	16	15
More flexibility to identify students for services	23	23	22	36	37	37	28	27	28	13	13	13
Extend learning time	17	10	18	34	42	33	32	36	31	18	12	18
Minimize pull-out programs	28	27	28	32	37	31	25	24	25	16	13	16
Develop a parent involvement policy	29	22	31	29	42	27	28	18	29	14	19	13
Develop a school-parent compact	36	34	36	29	20	30	22	27	22	13	20	12
Assess student performance against high standards	22	11	24	29	24	30	33	47	31	16	19	15
Use student performance results for school accountability and continuous improvement	24	12*	25	28	27	29	31	31	31	17	29*	15

** Schools identified as in need of improvement

Question 32

Percentage of principals reporting that they use Title I resources for various purposes, by school characteristics

Table 32A - School Type

	All Title I Schools (N=752)	SW (N=433)	TA (N=319)
	<u>%</u>	<u>%</u>	<u>%</u>
Serve targeted children in a pull-out setting	68	53*	80
Serve targeted children in an in-class setting	83	84	83
Provide both pull-out and in-class services	57	46	66
Provide extended time learning opportunities for targeted children	41	51*	32
Improve the entire educational program through a schoolwide program	57	93*	25
Provide summer learning opportunities	40	48*	33
Provide professional development activities	78	84*	73
Provide family literacy services	46	55*	38

Table 32B - Minority Enrollment

	0-49.9% (N=238)	50-79.9% (N=252)	80-100% (N=262)
	<u>%</u>	<u>%</u>	<u>%</u>
Serve targeted children in a pull-out setting	77*	62	56*
Serve targeted children in an in-class setting	79	87	88*
Provide both pull-out and in-class services	61	57	49
Provide extended time learning opportunities for targeted children	29*	48	56*
Improve the entire educational program through a schoolwide program	35*	75	81*
Provide summer learning opportunities	30*	48	52*
Provide professional development activities	69*	85	90*
Provide family literacy services	34*	53	63*

Question 32 (continued)

Percentage of principals reporting that they use Title I resources for various purposes, by school characteristics

Table 32C - School Level

	Elementary (N=396)	Middle (N=196)	High (N=120)
	<u>%</u>	<u>%</u>	<u>%</u>
Serve targeted children in a pull-out setting	72*	58	47*
Serve targeted children in an in-class setting	85	78	85
Provide both pull-out and in-class services	61*	45	42*
Provide extended time learning opportunities for targeted children	39	46	43
Improve the entire educational program through a schoolwide program	58	50	59
Provide summer learning opportunities	41	35	44
Provide professional development activities	79	78	71
Provide family literacy services	51*	36	24*

Table 32D - Metropolitan Status

	Central City of MSA (N=264)	MSA not Central City (N=176)	Not MSA (N=312)
	<u>%</u>	<u>%</u>	<u>%</u>
Serve targeted children in a pull-out setting	59	71	71
Serve targeted children in an in-class setting	90*	79	82*
Provide both pull-out and in-class services	53	57	60
Provide extended time learning opportunities for targeted children	54*	41	32*
Improve the entire educational program through a schoolwide program	77*	45	51*
Provide summer learning opportunities	48	34	39
Provide professional development activities	91*	68	75*
Provide family literacy services	64*	48*	35*

Question 32 (continued)

Percentage of principals reporting that they use Title I resources for various purposes, by school characteristics

Table 32E - Poverty Level

	0-34.9% (N=126)	35-49.9% (N=105)	50-74.9% (N=227)	75-100% (N=289)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Serve targeted children in a pull-out setting	79+	78*+	63*	50*
Serve targeted children in an in-class setting	78	83	89	85
Provide both pull-out and in-class services	63	64+	58*	45*
Provide extended time learning opportunities for targeted children	28+	33*+	49	54*
Improve the entire educational program through a schoolwide program	35+	34*+	76	82*
Provide summer learning opportunities	26*+	42	47	50*
Provide professional development activities	62*+	77+	84	91*
Provide family literacy services	30+	40+	51*	65*

Table 32F - School Size

	Less than 300 (N=119)	300-499 (N=194)	500-999 (N=309)	1,000 or more (N=130)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Serve targeted children in a pull-out setting	78+	69+	64*	41*
Serve targeted children in an in-class setting	80	86	82	94
Provide both pull-out and in-class services	65	59+	54*	38*
Provide extended time learning opportunities for targeted children	34	42	42	58
Improve the entire educational program through a schoolwide program	47	58	61	64
Provide summer learning opportunities	37	39	44	35
Provide professional development activities	73	75	82	88
Provide family literacy services	37	50	48	48

Question 33

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33A - Title I Status

	All Title I Schools (N=773)	SW (N=448)	TA (N=325)
	<u>%</u>	<u>%</u>	<u>%</u>
Before school			
Percentage with program	16	18	14
Average hours per week	4	5	4
Average weeks per year	32	32	32
After school			
Percentage with program	44	53*	36
Average hours per week	5	5*	4
Average weeks per year	27	26	27
Weekend			
Percentage with program	5	7*	3
Average hours per week	3	3	3
Average weeks per year	18	19	16
Summer			
Percentage with program	37	39	36
Average hours per week	16	17*	15
Average weeks per year	5	6*	5

Question 33 (continued)

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33B – Minority Enrollment

	0-49.9% (N=243)	50-79.9% (N=255)	80-100% (N=275)
	%	%	%
Before school			
Percentage with program	13	18	18
Average hours per week	4	5	4
Average weeks per year	31	33	31
After school			
Percentage with program	32*	50*	62*
Average hours per week	4	4*	5
Average weeks per year	26	26	27
Weekend			
Percentage with program	2*	5*	11*
Average hours per week	3	3	3
Average weeks per year	26	18	16
Summer			
Percentage with program	33	42	41
Average hours per week	15	16	17
Average weeks per year	5	5	5

Question 33 (continued)

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33C – School Level

	Elementary (N=408)	Middle (N=202)	High (N=122)
	%	%	%
Before school			
Percentage with program	17	13	12
Average hours per week	4	4	4
Average weeks per year	32	29	34
After school			
Percentage with program	44	47	35
Average hours per week	5	5	5
Average weeks per year	25*	29*	34*
Weekend			
Percentage with program	4	5	11
Average hours per week	3	4	3
Average weeks per year	18	18	19
Summer			
Percentage with program	39	32	37
Average hours per week	16	18	18
Average weeks per year	5	6	5

Question 33 (continued)

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33D – Metropolitan Status

	Central City of MSA (N=272)	MSA not Central City (N=182)	Not MSA (N=319)
	%	%	%
Before school			
Percentage with program	22	18	11*
Average hours per week	4	4	4
Average weeks per year	31	33	32
After school			
Percentage with program	57	48*	34*
Average hours per week	5	5	4
Average weeks per year	25	27	28
Weekend			
Percentage with program	10	6*	1*
Average hours per week	4*	3*	4
Average weeks per year	16*	24	19
Summer			
Percentage with program	40	35	37
Average hours per week	16	15	17
Average weeks per year	5	6	5

Question 33 (continued)

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33E – Poverty Level

	0-34.9% (N=127)	35-49.9% (N=109)	50-74.9% (N=230)	75-100% (N=302)
	%	%	%	
Before school				
Percentage with program	11	18	18	16
Average hours per week	4	4	5	4
Average weeks per year	32	30	32	32
After school				
Percentage with program	30+	37+	50	61*
Average hours per week	4	5	4	5
Average weeks per year	28	25	27	27
Weekend ^a				
Percentage with program	2	2+	5*	10*
Average hours per week	2	4	3	3
Average weeks per year	34*+	12	19	16*
Summer				
Percentage with program	29	41	41	41*
Average hours per week	16	15	16	17
Average weeks per year	4	6	5	6*

Question 33 (continued)

Percentage of principals reporting that their school operated various types of extended time instructional programs, by school characteristics

Table 33F – School Size

	Less than 300 (N=122)	300-499 (N=199)	500-999 (N=318)	1,000 or more (N=134)
	%	%	%	
Before school				
Percentage with program	11	14	20	17
Average hours per week	5	5	4	5
Average weeks per year	33	31	31	35
After school				
Percentage with program	31+	43+	50*	66*
Average hours per week	4	4+	5	6*
Average weeks per year	23	25+	28*	32*
Weekend ^a				
Percentage with program	<1*+	3*+	7*	17*
Average hours per week	6*+	3	3	3*
Average weeks per year	10+	24	16	19*
Summer				
Percentage with program	34	35	41	40
Average hours per week	16	15	16	18
Average weeks per year	5	5+	5*	8*

Question 34

Percentage of principals reporting that their school met district or state targets for adequate yearly progress in the last two years, by school characteristics

Table 34A - Title I Status

	All Title I Schools (N=712)	SW (N=416)	TA (N=296)
	<u>%</u>	<u>%</u>	<u>%</u>
Met AYP target in 1995-96			
Yes	63	57	67
No	12	16*	8
Don't know	26	27	24
Met AYP target in 1996-97			
Yes	63	61	64
No	13	16	11
Don't know	24	22	25

Table 34B - Minority Enrollment

	0-49.9% (N=225)	50-79.9% (N=231)	80-100% (N=256)
	<u>%</u>	<u>%</u>	<u>%</u>
Met AYP target in 1995-96			
Yes	65	63	57
No	6	11*	27*
Don't know	29	26*	16*
Met AYP target in 1996-97			
Yes	64	62	61
No	10	11*	26*
Don't know	27	27*	13*

Question 34 (continued)

Percentage of principals reporting that their school met district or state targets for adequate yearly progress in the last two years, by school characteristics

Table 34C - School Level

	Elementary (N=373)	Middle (N=188)	High (N=113)
	<u>%</u>	<u>%</u>	<u>%</u>
Met AYP target in 1995-96			
Yes	65	56	53
No	11	17	12
Don't know	24	27	35
Met AYP target in 1996-97			
Yes	64	60	51
No	14	15	10
Don't know	22	25	39

Table 34D - Metropolitan Status

	Central City of MSA (N=253)	MSA not Central City (N=168)	Not MSA (N=291)
	<u>%</u>	<u>%</u>	<u>%</u>
Met AYP target in 1995-96			
Yes	57*	73*	61
No	22*	7	9*
Don't know	21	20*	31
Met AYP target in 1996-97			
Yes	62	73*	58
No	20*	8	12*
Don't know	18	19*	30*

Question 34 (continued)

Percentage of principals reporting that their school met district or state targets for adequate yearly progress in the last two years, by school characteristics

Table 34E - Poverty Level

	0-34.9% (N=118)	35-49.9% (N=100)	50-74.9% (N=207)	75-100% (N=283)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Met AYP target in 1995-96 ^a				
Yes	69	60	63	56*
No	4	10+	10*	27*
Don't know	28	30	27*	17
Met AYP target in 1996-97				
Yes	65	64	64	57
No	8	11+	10*	27*
Don't know	28	25+	26*	16*

Table 34F - School Size

	Less than 300 (N=110)	300-499 (N=187)	500-999 (N=290)	1,000 or more (N=125)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Met AYP target in 1995-96				
Yes	61	62	66*	50
No	6	11+	14*	29*
Don't know	32	28	20	22
Met AYP target in 1996-97				
Yes	63	61	67*	46
No	6*+	14	16	26*
Don't know	31+	25*	17	28

Question 35A

Percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by school characteristics

Table 35AA - Title I Status

	All Title I Schools (N=758)	SW (N=440)	TA (N=318)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	12	14	10
No	75	72	78
Don't know	13	14	13

Table 35AB1 - Minority Enrollment

	0-49.9% (N=237)	50-79.9% (N=252)	80-100% (N=269)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	7	12*	22*
No	78	75	68
Don't know	15	13	10

Table 35AB2 - Minority Enrollment

	0-49.9% (N=237)	50-100% (N=521)
	<u>%</u>	<u>%</u>
Yes	7	16*
No	78	72
Don't know	15	12

Question 35A (continued)

Percentage of principals reporting that their school was identified this year (1997-98) as in need of improvement under Title I, by school characteristics

Table 35AC - School Level

	Elementary (N=400)	Middle (N=198)	High (N=119)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	13	12	9
No	76	69	77
Don't know	12	20	14

Table 35AD - Metropolitan Status

	Central City of MSA (N=266)	MSA not Central City (N=178)	Not MSA (N=314)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	17	8	11
No	72	76	76
Don't know	12	16	13

Table 35AE - Poverty Level

	0-34.9% (N=123)	35-49.9% (N=107)	50-74.9% (N=227)	75-100% (N=296)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	6	8+	12*	22*
No	80	74	75	70
Don't know	14	19+	13	8

Table 35AF - School Size

	Less than 300 (N=118)	300-499 (N=195)	500-999 (N=315)	1,000 or more (N=130)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	8	12	12	22
No	80	73	76	56
Don't know	11	15	12	21

Question 35B

Number of years reported by the principal that their school has been identified as in need of improvement under Title I, by school characteristics

Table 35BA - Title I Status

	All Title I Schools (N=109)	SW (N=78)	TA (N=31)
Average	2	3*	1
	<u>%</u>	<u>%</u>	<u>%</u>
One year	46	28*	70
Two or more years	54	72*	30

Table 35BB - Minority Enrollment

	0-49.9% (N=13)	50-79.9% (N=26)	80-100% (N=70)
Average	1*	2*	3*
	<u>%</u>	<u>%</u>	<u>%</u>
One year ^a	78*	36	31*
Two or more years ^a	22*	64	69*

Table 35BC - School Level

	Elementary (N=50)	Middle (N=36)	High (N=22)
Average	2	2	2
	<u>%</u>	<u>%</u>	<u>%</u>
One year	48	32	64
Two or more years	52	68	36

Question 35B (continued)

Number of years reported by the principal that their school has been identified as in need of improvement under Title I, by school characteristics

Table 35BD - Metropolitan Status

	Central City of MSA (N=44)	MSA not Central City (N=23)	Not MSA (N=42)
Average	2	3	2
	<u>%</u>	<u>%</u>	<u>%</u>
One year	40	38	55
Two or more years	60	62	45

Table 35BE - Poverty Level

	0-34.9% (N=5)	35-49.9% (N=7)	50-74.9% (N=22)	75-100% (N=75)
Average	1+	1+	2	3*
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
One year ^b	100	50	36	34
Two or more years ^b	0	50	64	66

Table 35BF - School Size

	Less than 300 (N=12)	300-499 (N=28)	500-999 (N=40)	1,000 or more (N=29)
Average	3	2	2	3
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
One year	47	51	41	48
Two or more years	53	49	59	52

Table 35BG. Percentage of schools identified as in need of improvement under Title I by number of years identified and by poverty level^b

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
One year	46 (2077)	32	14	22	31
Two years	33 (1480)	0	20	40	40
Three years	8 (338)	0	0	18	82
Four or more years	13 (577)	0	0	31	69
ALL YEARS	100 (4472)	15 (672)	13 (589)	29 (1305)	43 (1906)

Question 35C

Percent of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by school characteristics

Table 35CA - Title I Status

	All Title I Schools (N=123)	SW (N=89)	TA (N=34)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	47	62	28
No	36	27	49
Don't know	16	11	23

Table 35CB - Minority Enrollment

	0-49.9% (N=14)	50-79.9% (N=30)	80-100% (N=79)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	8	58	65
No	66	21	28
Don't know	26	21	7

Table 35CC - School Level^b

	Elementary (N=57)	Middle (N=41)	High (N=23)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	45	57	54
No	37	31	46
Don't know	18	11	0

Question 35C (continued)

Percent of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement, by school characteristics

Table 35CD - Metropolitan Status

	Central City Of MSA (N=56)	MSA not Central City (N=24)	Not MSA (N=43)
	<u>%</u>	<u>%</u>	<u>%</u>
Yes	53	45	43
No	34	49	33
Don't know	13	6	24

Table 35CE - Poverty Level^b

	0-34.9% (N=5)	35-49.9% (N=8)	50-74.9% (N=24)	75-100% (N=86)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	15	0	55	65
No	37	96	22	29
Don't know	48	4	23	6

Table 35CE1. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for one year, by poverty level^b

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	39 (722)	18	0	47	76
No	42 (768)	25	91	53	24
Don't know	19 (356)	57	9	0	0

Table 35CE2. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for two years, by poverty level^b

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	53 (789)	0	0	70	63
No	35 (514)	0	100	0	37
Don't know	12 (177)	0	0	30	0

Table 35CE3. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for three years, by poverty level^b

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	82 (276)	0	0	0	100
No	18 (62)	0	0	100	0
Don't know	0 (0)	0	0	0	0

Table 35CE4. Percentage of principals reporting that their school received additional technical assistance or professional development as a result of being identified as in need of improvement for four or more years, by poverty level^b

	All schools (weighted no.)	0-34.9%	35-49.9%	50-74.9%	75-100%
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	97 (561)	0	0	91	100
No	3 (16)	0	0	9	0
Don't know	0 (0)	0	0	0	0

Table 35CF - School Size^b

	Less than 300 (N=11)	300-499 (N=31)	500-999 (N=48)	1,000 or more (N=33)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Yes	55	50	40	54
No	4	42	43	46
Don't know	42	8	17	0

Question 36

Percentage of principals reporting to whom their school performance profile is provided, by school characteristics

Table 36A - Title I Status

	All Title I Schools (N=750)	SW (N=440)	TA (N=310)
	<u>%</u>	<u>%</u>	<u>%</u>
Teachers	94	96	92
Parents	91	95*	88
Community	86	91*	81

Table 36B - Minority Enrollment

	0-49.9% (N=230)	50-79.9% (N=253)	80-100% (N=267)
	<u>%</u>	<u>%</u>	<u>%</u>
Teachers	93	94	95
Parents	88	93	94
Community	85	85	89

Table 36C - School Level

	Elementary (N=395)	Middle (N=199)	High (N=115)
	<u>%</u>	<u>%</u>	<u>%</u>
Teachers	94	91	96
Parents	91	90	93
Community	85	85	92

Question 36 (continued)

Percentage of principals reporting to whom their school performance profile is provided, by school characteristics

Table 36D - Metropolitan Status

	Central City Of MSA (N=269)	MSA not Central City (N=175)	Not MSA (N=306)
	<u>%</u>	<u>%</u>	<u>%</u>
Teachers	98	92	92
Parents	97	90	88*
Community	92*	84	83*

Table 36E - Poverty Level

	0-34.9% (N=119)	35-49.9% (N=105)	50-74.9% (N=226)	75-100% (N=295)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Teachers	92	96	93	96
Parents	87	91	91	95
Community	83	88	84	89

Table 36F - School Size

	Less than 300 (N=115)	300-499 (N=193)	500-999 (N=312)	1,000 or more (N=130)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Teachers	90	93	97	95
Parents	87	88	96	93
Community	79+	82*+	92	91*

Question 37

Percentage of principals reporting to what extent they perceive the school performance profile as helpful in disseminating student achievement information to teachers, parents, and the community, by school characteristics

Table 37A - Title I Status

	All Title I Schools (N=741)	SW (N=434)	TA (N=307)
	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	5	3	7
Small extent	26	19*	33
Moderate extent	45	46	43
Great extent	24	32*	17

Table 37B - Minority Enrollment

	0-49.9% (N=230)	50-79.9% (N=249)	80-100% (N=262)
	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	6	4	4
Small extent	29	28	19*
Moderate extent	49	40	42
Great extent	16*	28	35*

Table 37C - School Level

	Elementary (N=392)	Middle (N=194)	High (N=114)
	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	4	8	7
Small extent	26	28	30
Moderate extent	46	38	51
Great extent	24	26	11

Question 37 (continued)

Percentage of principals reporting to what extent they perceive the school performance profile as helpful in disseminating student achievement information to teachers, parents, and the community, by school characteristics

Table 37D - Metropolitan Status

	Central City of MSA (N=261)	MSA not Central City (N=176)	Not MSA (N=304)
	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	1	2*	9*
Small extent	22	23	31
Moderate extent	43	51	43
Great extent	34*	24	18*

Table 37E - Poverty Level

	0-34.9% (N=119)	35-49.9% (N=106)	50-74.9% (N=222)	75-100% (N=289)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	7	4	4	4
Small extent	28	31	28	17
Moderate extent	50	43	41	45
Great extent	15	22	26	34

Table 37F - School Size

	Less than 300 (N=111)	300-499 (N=193)	500-999 (N=309)	1,000 or more (N=128)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Not at all	10	4	2	6
Small extent	26	26	28	22
Moderate extent	42	49	42	51
Great extent	23	21	28	21